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AUTHOR Hertl, David, Ed.: And Others
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ABSTRACT

Developed by primary teachers and elementary principals from small districts in Snohomish and Island counties in Washington, this handbook contains sequenced student learning objectives for grades K-3 in the curriculum areas of reading, language arts, mathematics, science, and social studies. Each student learning objective is correlated to the Goals for Washington Common Schools and to broad program goals. For each sequenced objective, a grade placement indicating where each objective should be taught and mastered has been recommended. The format provides space for district personnel to arrange the Small Schools objectives to best suit the educational programs within their district. The sequenced primary objectives are also a useful resource in identifying district programs for compliance with the Student Learning Objectives Law. (Author/CM)

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SMALL SCHOOLS STUDENT LEARNING OBJECTIVES

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RC 012825

Dr. Frank B. Brouillet, State Superintendent of Public Instruction, Olympia, Washington

SMALL SCHOOLS

STUDENT LEARNING OBJECTIVES

K-3

Reading
Language Arts
Mathematics
Science
Social Studies

Working Copy
September 1976

This is a publication of the Curriculum and Instruction Division
of the Superintendent of Public Instruction, Olympia, Washington

Dr. Frank B. Brouillet
State Superintendent of Public Instruction

Dr. Jack Frisk
Deputy Superintendent

Dr. Donald Hair
Assistant Superintendent
Division of Curriculum and Instruction

William Radcliffe, Jr.
Director
Program Development

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The Small Schools Student Learning Objectives were written by a consortium of teachers and administrators from local districts, Educational Service District 189 and the office of Superintendent of Public Instruction.

Small Schools Planning Task Force:
Therese Destito, Supervisor, Elementary Education, SPI
Dr. David Hartl, Assistant Superintendent, C&I, ESD 109
JoAnne Nelson, Coordinator, Small Schools Project, ESD 109
Robert Gilden, Administrative Assistant, Lake Stevens School District
Eugene Elledge, Assistant Superintendent, Monroe School District
Don Van Liew, Elementary Principal, Granite Falls School District

Reading Committee:
Carol Cox, Teacher, Lakewood School District
Dorothy Cooper, Teacher, Granite Falls School District
Elaine Campbell, Teacher, Lake Stevens School District
Lorraine Van Brocklin, Teacher, Arlington, School District
Dick Reim, Teacher, Stanwood School District
Dan Estvold, Teacher, Stanwood School District
Joanne Gotovac, Teacher, South Whidbey School District
Tom Sofie, Principal, Sultan School District
Hal Ring, Principal, Darrington School District
Margaret Olson, Supervisor of Reading, SPI

Language Arts Committee:
Willis Runquist, Principal, Lakewood School District
Marvin Hendrickson, Principal, Arlington School District
Deanna Jacobsen, Teacher, Monroe School District
Betty Moore, Teacher, South Whidbey School District
Bernice Henderson, Teacher, Granite Falls School District
Teresa Trivett, Teacher, Arlington School District
Patrick Curran, Teacher, Monroe School District
Martha Priest, Teacher, Lake Stevens School District
Elsa Elliott, Teacher, Lakewood School District
Norma Wieman, Teacher, Darrington School District
Ann York, Teacher, Sultan School District

Special Consultants:
Charles Blondino, Supervisor of Language Arts, SPI
Louise Markert, English Specialist, Seattle School District
Nancy McMann, Consultant, Language Arts, Shoreline School District
Rita Clark, Coordinator, Language Arts, Auburn School District

Mathematics Committee:

Hilde Ward, Teacher, Lake Stevens School District
Carolyn Holdorf, Teacher, Monroe School District
Esther Klempel, Teacher, Granite Falls School District
Susan Mullen, Teacher, Lakewood School District
Jean Floyd, Teacher, Monroe School District
Gary Kamps, Administrator, Monroe Christian School
Kathy Ahrens, Teacher, Sultan School District
Ruth Kromann, Teacher, Standwood School District
Don Nelson, Teacher, Principal, South Whidbey School District
Linda Vandenberg, Teacher, Darrington School District
Gary Pederson, Teacher Core Intern, Arlington School District
Bob Lepse, Mathematics Consultant, Northshore School District

Special Consultants:

Elden Egbers, Supervisor of Mathematics, SPI
Carol Werner, Elementary Mathematics Specialist
John Kenny, Elementary Mathematics Specialist

Social Studies Committee:

Marian Nelson, Teacher, Sultan School District
Janice Erikson, Teacher, South Whidbey School District
Kathy Brevin, Teacher, Darrington, School District
Betty Snyder, Teacher, Lakewood School District
Shanna Galli, Teacher, Arlington School District
Cheryl Johnson, Teacher, Snohomish School District
Kathy Tuck, Teacher, Snohomish School District
Ann Farrell, Teacher, Snohomish School District
Lorraine Jones, Teacher, Snohomish School District
Marlene Tuchey, Teacher, Snohomish School District
Don Van Liew, Principal, Granite Falls School District
Dr. Theodore Kaltsounis, Social Studies Consultant, University of Washington

Special Consultants:

George Whitney, Supervisor of Social Studies, SPI
Dale Brown, Map and Globe Specialist

Science Committee:

Jan Kelly, Teacher, Darrington School District
Joan Schroeder, Teacher, Sultan School District
Mary Ann Jakobsen, Teacher, South Whidbey School District
Marilyn Barnhill, Teacher, Stanwood School District
Jeanne Fankhauser, Teacher, Lake Stevens School District
Leslie Garrison, Teacher, Arlington School District
Harold Bakken, Principal, Monroe School District
Jan Waali, Teacher, Granite Falls School District
Melody Buck, Teacher, Stanwood School District
Dr. John Smith, Science Consultant, University of Washington

Special Consultant:

James Garner, Supervisor of Science, SPI

Resource Personnel:

David Kennedy, Supervisor, Environmental Education, SPI
Tony Angell, Director, Environmental Education, ESD 110
Dr. Harry Johnson, Supervisor, Program Evaluation, SPI
Richard Lutz, Supervisor, Career Education, SPI
James Crook, Co-Director, Career Education Project,
Cashmere, Peshastin, Dryden School Districts
Kathy Lautensleger, Career Education Assistor, ESD 167 and ESD 104
Harry Silverthorn, Career Education Assistor, ESD 109
Chuck Blondino, Consultant, Goal Based Curriculum, SPI
Larry Hanson, Marketing Director, The Everett Herald
Teddi Baer, Consultant, Newspaper in the Classroom
Alice Rathburn, Consultant, Newspaper in the Classroom
Ron Fernandes, Public Information Officer, ESD 109
Ron Dubuque, Coordinator, Instructional Materials Center, ESD 109
Al Huff, Manager, Data Processing Co-operative, ESD 109

Office Services:

Phyllis Wilson, Secretary, SPI
Evelyn Sigler, Secretary, ESD 109
Rhoda Pigman, Secretary, SPI
Agnes Engle, Secretarial Service Center
Laurel Hojem, Secretarial Service Center

Dr. David Hartl, Editor, ESD 109
Jo Anne Nelson, Editor, ESD 109
Therese Destito, Editor, SPI

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INTRODUCTION

The Small Schools materials were developed through the cooperative efforts of three levels of educational organizations: local, regional and state. Forty primary teachers and ten elementary principals from small districts in Snohomish and Island counties (Arlington, Darrington, Granite Falls, Lake Stevens, Lakewood, Monroe, Snohomish, Stanwood, Sultan, South Whidbey and Monroe Christian School) developed and sequenced student learning objectives for grades kindergarten through third in five curriculum areas: reading, language arts, mathematics, science and social studies. Suggested activities, monitoring procedures and resources used in teaching the objectives were identified and each student learning objective was correlated to the State Goals for Washington Common Schools and to broad program goals. Educational Service District 189 and the office of the Superintendent of Public Instruction provided technical assistance, organizational leadership, and editorial and publication services to the districts.

On the following pages you will find the Small Schools sequenced objectives for reading, language arts, mathematics, science and social studies. For each objective a grade placement has been recommended indicating where each objective should be taught and mastered. The grade recommendation is made with the understanding that it applies to most students and that there will always be some students who require either a longer or shorter time than recommended to master the knowledges, skills and values indicated by the objectives.

The format provides space for district personnel to arrange the Small Schools objectives to best suit the educational programs within their district. School personnel should mark in the columns at the right the grade(s) or level(s) at which each objective is taught in their school district. In some incidents district personnel may choose either to delete an objective by striking it from the list or to add another objective by writing it directly on the sequenced objective page.

During the 1976-77 school year, the scope of the Small Schools project will be extended to include the development of student learning objectives and activities in the areas of reading, language arts and mathematics for grades 4-8. Also, during that time the K-3 materials, objectives as well as activities, will be field tested in small districts throughout the state. Distribution of all Small Schools materials is scheduled for the fall of 1977. Until the completed package of Small Schools is available, it is hoped that the sequenced primary objectives will be a useful resource in identifying district programs for compliance with the Student Learning Objectives Law.

SUBJECT: Reading

SPECIFIC AREA: Word Recognition Skills: Visual Discrimination

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. the positions: left, right, top, bottom, front, back, over, under, on, up, down, between.		K-1					
. that picture clues are important to understanding the written text.		K-2					
The student is able to:							
. distinguish objects according to their size.		K					
. identify colors: red, yellow, blue, green, orange, purple, brown, black.		K-1					
. match color words with appropriate colors.		K-1					
. use visual memory to retain and predict a visual pattern of letters, shapes, numbers.		K-1					
. distinguish likenesses and differences in pictures, letters and words.		K-1					
. recognize and name the capital and lower case letters of the alphabet.		K-1					
. use picture clues to understand a story.		K-2					
The student values:							

The previous numbered page in the original document was blank.

SUBJECT: Reading

SPECIFIC AREA: Word Recognition: Auditory Discrimination

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
The student is able to:							
. listen for likenesses and differences in common sounds, i.e., source, rate, pitch, volume.		K-1					
. auditorily discriminate rhyming words.		K-1					
. auditorily discriminate consonant sounds.		K-1					
The student values:							

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SUBJECT: Reading

SPECIFIC AREA: Word Recognition: Phonetic Analysis - Vowels

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. the short vowel sounds (ă ĕ ĭ ŏ ŭ)		1-2					
. the long vowel sounds (ā ē ī ō ū)		1-2					
. that two successive vowels frequently represent one sound.		1-3					
. the sound-symbol relationships of the following vowel combinations (vowel digraphs): oa, oe, ea, ee, ai, ay, ue, ie, ow, ey, ew, au, aw, ei.		1-3					
. a single sound is made by each of the following vowel combinations (dipthongs): oi, oy, ou, ow, ir, ur or ar.		1-3					
The student is able to:							
. read words with short vowel sounds, i.e., hat, red, pin, not, fun.		1-2					
. read one syllable words with the long vowel pattern "vc final e," i.e., make, Pete, pine, note, June.		1-2					
. read long vowel words made by vowel combinations, i.e., road, hoe, meat, feed, rain, say, true, pie, grow, key, bread, August, paw, vein.		1-3					
. read words with dipthongs, i.e., oil, boy, out, how, her, fir, pure, for, car.		1-3					
The student values:							

SUBJECT: Reading

SPECIFIC AREA: Word Recognition: Phonetic Analysis - Consonants

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. the consonant letter sounds.		K-1					
. the digraphs: ch, sh, th, wh, ng.		K-2					
. the sounds made by the letter "s": s as in sun, z as in his, sh as in sure, zh as in occasion.		K-3					
. the consonant blends.		1-2					
. that the letter "c" has two sounds: "s" (soft) sound when followed by the letter i, e or y as in city, cent, circus, cycle and the "k" (hard) sound when followed by any letter other than i, e or y.		1-3					
. that the letter "g" has two sounds: generally the "j" (soft) sound when followed by the letter i, e or y as in giant, gem, gym and the "g" (hard) sound as in get, go, give.		1-3					
. that some words contain silent consonants, i.e., knows, half, lamb, write, high.		2					
. that the same sound may be made by different combinations: pf, f, cks, x, ck, k.		2-3					
The student is able to:							
. associate a consonant sound with the letter name.		K-1					
. distinguish single consonant sounds in the initial and final position.		K-1					
. associate the consonant blend with the letters that form the blend.		1-2					
. distinguish consonant blends in the initial and final position.		1-2					
. distinguish the digraphs in the initial and final positions.		K-2					
The student values:							

SUBJECT: Reading

SPECIFIC AREA: Word Recognition: Structural Analysis - Rhyming Endings or Phonograms

	Page	Suggested Grade Placement	District placement				
			K	1	2	3	4
The student knows:							
The student is able to:							
. identify common word patterns (rhyming endings or phonograms) as an aid in reading unfamiliar vocabulary, i.e., first grade: an, ate, ail, able, ake, am, all; second/third grades: ain't, ange, ark, ought, eeze, ough.		1-3					
. use the knowledge of word patterns as an aid to reading unfamiliar vocabulary.		1-3					
The student values:							

SUBJECT: Reading

SPECIFIC AREA: Word Recognition: Structural Analysis - Syllables

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. each syllable has a vowel sound.		1-3					
. when there are twin or double consonants in a word the word is divided into syllables between the consonants (lit/tle, num/ber) and the vowel sound is short.		2-3					
. when a word has only one consonant coming between two vowels, either the word is divided before the consonant and the vowel sound is long, i.e., pu/pil, ti/ger, fi/nal; or the word is divided after the consonant and the vowel sound is short, i.e., fin/ish, lem/on, mod/ern.		2-3					
The student is able to:							
. auditorily identify the number of syllables in words.		1-3					
. apply syllable generalizations in decoding new words.		2-3					
The student values:							

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SUBJECT: Reading

SPECIFIC AREA: Structural Analysis: Compound Words

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. a compound word is composed of two or more words that combine their meaning to form a new word and is written as one word.		1-3					
The student is able to:							
. identify the two separate words in a compound word.		1-3					
. develop compound words from two or more words.		1-3					
The student values:							

SUBJECT: Reading

SPECIFIC AREA: Word Recognition: Structural Analysis - Root Words, Inflected Endings, Prefixes, Suffixes

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. a root word is the base to which affixed parts may be added.		2-3					
. a prefix is a common syllable added to the beginning of a root word and alters the meaning of the root word.		2-3					
. a suffix is a common ending or syllable which is added to the ending of a root word and alters the meaning of the root word.		2-3					
The student is able to:							
. read a root word to which an inflected ending has been added: s, 's; d, ed, ing, er, est.		1-3					
. use common prefixes in decoding words, i.e., us, in, mis, re.		2-3					
. use common suffixes in decoding words, i.e., le, ly, ful, able, tion, sion.		2-3					
The student values:							

SUBJECT: Reading

SPECIFIC AREA: Word Recognition: Structural Analysis - Contractions

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. a contraction is two words written as one, with one or more letters removed and an apostrophe inserted in that place.		1-3					
The student is able to:							
. read contractions with only one letter omitted, i.e., can't, don't, isn't, he's.		1					
. read contractions with more than one letter omitted, i.e., won't, I've, we've, shouldn't, we'll, weren't.		2-3					
. identify the original words in contractions.		1-3					
The student values:							

SUBJECT: Reading

SPECIFIC AREA: Vocabulary

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. antonyms are words that have opposite meanings, i.e., hot-cold, top-bottom, night-day.		1					
. most words have multiple meanings.		1-3					
. synonyms are words that have similar meanings, i.e., large-big, over-above.		2-3					
. homonyns are words that sound the same but have different meanings and spellings, i.e., pear-pair, eight-ate, weight-wait, know-no.		2-3					
The student is able to:							
. quickly recognize the high frequency words, i.e, the, in, is, on, no, a, he, she, go, not, to, you, we and will.		1-3					
. read words in isolation appropriate to his/her instructional level.		1-3					
. read unknown words by using the context clues in combination with phonetic clues.		1-3					
. describe meanings of words in the context of sentences or stories.		1-3					
. read and understand the meaning of antonyms appropriate to his/her instructional level.		1					
. read and understand the meaning of synonyms appropriate to his/her instructional level.		2-3					
. read and understand the meaning of homonyms appropriate to his/her instructional level.		2-3					
The student values:							

SUBJECT: Reading

SPECIFIC AREA: Comprehension: Literal

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
The student is able to:							
. recall details (when explicitly stated) from listening to a selection read orally.		K-1					
. locate details (when explicitly stated) after having read a selection.		1-3					
. recall the main idea (when explicitly stated) from a selection read by self or others.		2-3					
. recall a sequence (when explicitly stated) from listening to a selection read orally by another.		K-1					
. recall a sequence (when explicitly stated) of a selection read by self.		K-1					
. recall character traits (when explicitly stated) from listening to a selection read orally.		1-3					
. recall cause and effect relationships (when explicitly stated) from listening to a selection by self or others.		2-3					
. recall comparisons (when explicitly stated) in a selection read by self or others.		2-3					
The student values:							

SUBJECT: Reading

SPECIFIC AREA: Comprehension: Punctuation

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. that punctuation marks are an aid to comprehension.		1-3					
. that a period signals the end of a statement.		1-2					
. that a question mark signals the end of an asking sentence.		1-2					
. that a comma signals a pause.		1-2					
. that an exclamation mark signals strong feelings.		1-3					
. that a comma signals an explanatory phrase, the name of a person spoken to, or the separation of items in a series.		2-3					
. a quotation mark signals the words spoken by an individual.		2-3					
. an apostrophe signals a contraction or ownership.		1-3					
The student is able to:							
. determine in context the specific strong feeling signaled by the exclamation mark.		1-3					
. determine the meaning signaled by commas.		1-3					
. determine whether quotation marks are used to indicate words spoken or identify special names or titles.		2-3					
. determine that the apostrophe signals a contraction or a possessive.		1-3					
The student values:							

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SUBJECT: Reading

SPECIFIC AREA: Comprehension: Interpretive

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
The student is able to:							
. sense emotion/mood of a selection read by self or others.		K-3					
. predict outcomes of a selection read by self or others.		K-3					
. infer character traits of a selection read by self or others.		K-3					
. to make generalizations from a selection read by self or others.		K-3					
. draw conclusions from a selection read by self or others.		K-3					
. infer the main idea of a selection read by self or others.		K-3					
. infer figurative language from a selection read by self or others.		3					
. make a simple analogy from a selection read by self or others.		3					
The student values:							

SUBJECT: Reading

SPECIFIC AREA: Comprehension: Evaluation

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
The student is able to:							
. determine whether incidents, events, or characters are real or farciful from listening to or reading a selection.		K-3					
. make judgments of worth, desirability, or acceptability of a character's actions from listening to or reading a selection.		K-3					
The student values:							

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SUBJECT: Reading

SPECIFIC AREA: Comprehension: Appreciation

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
The student is able to:							
. make an emotional response to content from listening to a selection read orally.		K-3					
. make an emotional response to content of a selection read by self.		K-3					
. identify with characters and incidents from listening to a selection read orally by another.		K-3					
. identify with characters and incidents from a selection read by self.		K-3					
. project mental pictures from listening to a selection read orally.		K-3					
. project mental pictures from a selection read by self.		K-3					
The student values:							

SUBJECT: Reading

SPECIFIC AREA: Oral Reading, Silent Reading

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
The student is able to:							
. read silently and respond to literal, interpretive and critical questions.		1-3					
. read silently at his/her independent level.		1-3					
. read orally fluently, to give meaning to a reading selection.		1-3					
. use expression appropriate to the selection when reading at his/her instructional level.		1-3					
. read orally at his/her instructional level to prove a point, provide information and to show meaning.		1-3					
. enunciate clearly and project his/her voice in a manner appropriate for the audience.		1-3					
The student values:							
. reading, and will choose to read silently.		1-3					
. reading, and will choose to read orally for others.		1-3					

SUBJECT: Reading

SPECIFIC AREA: Study Skills: Following Directions

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
The student is able to:							
. listen and follow an oral one step direction (one task).		K					
. listen and follow an oral two step direction.		K					
. listen and follow an oral three step direction.		K-1					
. read and follow a one step direction.		1					
. read and follow two step directions.		1-2					
. read and follow three step directions.		2-3					
The student values:							

SUBJECT: Reading

SPECIFIC AREA: Study Skills: Alphabetizing and Dictionary Skills

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. the alphabetical order of the letter.		K-1					
. lists of names are usually arranged in alphabetical order.		1-3					
. information contained in a telephone book, dictionary and encyclopedia is listed in alphabetical order.		1-3					
. guide words in a dictionary indicate the first and last words on the page.		3					
The student is able to:							
. alphabetize words by their first letter.		1					
. alphabetize words by their second letter.		2					
. alphabetize words by their third letter.		3					
. use guide words in a dictionary to locate words for correct spelling.		3					
. use the dictionary to locate words for meaning.		3					
. use the pronunciation key of a dictionary for correct pronunciation.		3					
The student values:							

SUBJECT: Reading

SPECIFIC AREA: Study Skills: Parts of a Book

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. the title is the name of a book or story.		K-1					
. pictures on the cover or in the book relate to the story or stories in the book.		K-1					
. the author is the person who wrote the book or story.		2-3					
. a table of contents is located in the front of the book and identifies the beginning page of each chapter or story.		2					
. the illustrator is the person who drew the pictures in the book or story.		3					
. an index is located at the end of the book and lists alphabetically main words, concepts and names of persons or places mentioned in the book and the pages on which they appear.		3					
The student is able to:							
. use the table of contents to locate the beginning page of a chapter or story in a book.		2					
. use the index to locate concepts, main words, and names of persons or places appearing in the book.		3					
The student values:							

SUBJECT: Reading

SPECIFIC AREA: Study Skills: Parts of a Newspaper, Production and Distribution of a Newspaper

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. the newspaper is facts, opinions and pictures about his/her community and the world.		K-3					
. there are many kinds of information in the newspaper that affect his/her life, i.e., TV guide, sports, weather, advertising, comics, games.		K-3					
. people work at many different jobs to produce and distribute the newspaper.		K-3					
. the advertising in the newspaper provides people with knowledge about products, prices and services available in the community.		2-3					
. newspapers are published on a periodic basis, i.e., daily, weekly, biweekly.		2-3					
. the headline tells the story in the briefest possible way.		1-3					
. the body of the story tells the story in detail.		1-3					
. the size of the headline is related to the article's importance.		2-3					
. the placement of an article in the newspaper is related to its importance.		2-3					
The student is able to:							
. identify the headline and the body of a story.		1-3					
. identify pictures and captions.		1-3					
. use the index to locate different parts of the newspaper.		2-3					
. determine the importance of news by its size and placement.		2-3					
The student values:							
. the newspaper for providing many jobs for people in the community.		K-3					
. the role of the newspaper as a vehicle for presenting the news.		K-3					
. the role of the newspaper as a market place.		1-3					
. the role of the newspaper as a voice in the community.		2-3					

SUBJECT: Reading

SPECIFIC AREA: Study Skills: Library

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. how books are catalogued within their school library, in order to select books appropriate to interest and reading level.		1-2					
. the types of books to be found in the library, i.e., fiction, nonfiction, reference, periodicals.		2-3					
The student is able to:							
The student values:							
. the library as a source of learning and for pleasure.		1-3					

SUBJECT: Language Arts

SPECIFIC AREA: Handwriting: Manuscript, Cursive

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
The student is able to:							
. draw straight lines and circles .		K-1					
. trace shapes, lines and letters .		K-1					
. write upper and lower case letters in manuscript.		K-2					
. write words using correct manuscript form and spacing.		1-2					
. trace slant lines, ovals and curves.		2-3					
. write upper and lower case cursive letters in slant and joined form.		2-3					
. write words using correct cursive form, slant and spacing.		2-3					
The student values:							
. neat and legible handwriting as a means of communication.		K-3					

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SUBJECT: Language Arts

SPECIFIC AREA: Usage: Capitalization

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. the first letter of a proper noun is capitalized.		K-1					
. the first letter of the beginning word of a sentence is capitalized.		1					
. the first letter of the beginning word in a quotation is capitalized.		2-3					
. the first letter of titles of respect are capitalized, i.e., Mr., Mrs., Dr., Sir.		2-3					
The student is able to:							
. capitalize the first letter of his/her name.		K-1					
. write a sentence using a capital letter at the beginning of the first word.		1					
. write a simple direct quotation using a capital for the first letter.		2-3					●
The student values:							

SUBJECT: Language Arts

SPECIFIC AREA: Usage: Punctuation

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. a period is used at the end of a statement (telling sentence).		1					
. a question mark is used at the end of a question (asking sentence).		1					
. an exclamation mark is used to show strong feelings.		2-3					
. periods are placed at the end of abbreviations.		2-3					
. a comma comes after a greeting in a letter.		2-3					
. a comma comes after a complimentary close of a letter.		2-3					
. commas separate date and year.		2-3					
. a comma separates city and state.		2-3					
. commas separate words in a series.		2-3					
. a comma(s) sets off a direct quotation.		3					
The student is able to:							
The student values:							

SUBJECT: Language Arts

SPECIFIC AREA: Usage: Nouns, Pronouns, Plurals

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. a noun identifies a person, place or thing.		1					
. a proper noun is the name of a person, place or thing and that it begins with a capital letter.		1-3					
. a pronoun is used in place of a noun.		2-3					
. the singular form of a word means one.		K-1					
. the plural form of a word indicates more than one.		K-1					
The student is able to:							
. recognize words that are names of people, places or things.		1					
. distinguish between a proper and common noun.		2-3					
. use pronoun forms correctly.		2-3					
. make the plural form of a word (noun) by adding "s".		2-3					
. Make the singular possessive form of a noun by adding "'s".		2-3				●	
The student values:							●

SUBJECT: Language Arts

SPECIFIC AREA: Usage: Verbs, Descriptive Words, Subject, Predicate

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. an adjective is a word that describes a noun or pronoun.		K-3					
. most verbs are action words.		1-3					
. most sentences contain a subject and a predicate		1-3					
. an adverb may describe a verb, adjective or another verb.		2-3					
The student is able to:							
. use orally an adjective in describing a person, place or thing.		K-3					
. recognize action words that are verbs.		1-3					
. use the present, past and future forms of the irregular "to be" verbs in standard English, i.e., am, is, are, was, were, will, shall.		2-3					
. use adverbs in speaking and writing.		2-3					
. use "a" and "an" correctly in his/her writings.		2-3					
The student values:							

SUBJECT: Language Arts

SPECIFIC AREA: Usage: Letter Writing

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. writing is used for a wide variety of purposes.		K-3					
. the heading in a social letter is located at the top right side of the page and contains street address, city and state, and date.		2-3					
. the greeting in a social letter is spaced below the heading, begins at the left margin, usually includes "Dear" followed by name of person being addressed and followed by a comma.		2-3					
. the body of the social letter follows below the greeting and contains a message.		2-3					
. the closing in a social letter is centered below the body, towards the right and is followed by a comma, i.e., Yours truly, Sincerely, Love.		2-3					
. the signature of the writer is placed below the closing.		2-3					
. the title and the name and address of the receiver is placed in the center and to the right on an envelope.*		3					
The student is able to:							
. write a social letter containing a heading, greeting, body, closing and signature.		2-3					
. address an envelope using correct capitalizaiton, punctuation and form.		3					●
The student values:							
. a letter writing as a means of personal communication.		1-3					

*Will include return addresses in fourth grade.

SUBJECT: Language Arts

SPECIFIC AREA: Written Expression

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. that ideas are organized into paragraphs.		3					
. that a paragraph has a topic sentence.		3					
. that all sentences in a paragraph are related to the same topic.		3					
The student is able to:							
. contribute ideas to class stories recorded by an adult or older student.		K-1					
. generate ideas for topics by reading, thinking, observing and talking with others.		1-3					
. write a complete sentence.		1					
. write two or more related sentences.		1-2					
. write simple directions.		2-3					
. report a personal experience in writing.		2-3					
. write a response to a literary selection.		2-3					
. write the main events of a story in sequence.		2-3					
. write a paragraph with a topic sentence and at least two related sentences.		3					
The student values:							
. the writing of classmates and other people.		1-3					
. writing as a way to express personal ideas and opinions.		K-3					

SUBJECT: Language Arts

SPECIFIC AREA: Literature

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. the broad scope of literature includes fairy tales, folk tales, fables, biographies, familiar classics, etc.		2-3					
. that most stories present a problem or conflict that is resolved.		2-3					
. that basic elements of a story include plot, characters and setting.		2-3					
. a fairy tale is a type of folk tale involving supernatural creatures.		K-3					
. some animal stories are imaginative and some are realistic.		K-3					
. a fable is a moral tale often involving animals.		2-3					
. literature often gives human characteristics to nonhuman things.		2-3					
. imaginary literature (fiction) depicts an unreal situation and factual literature (nonfiction) depicts realistic situations.		2-3					
. a folk tale is a story made up by persons in a culture from their experiences.		K-1					
. a tall tale is a kind of folk tale that builds upon exploits of a hero through exaggeration of size, endurance, actions, speech and importance.		2-3					
. biography is the history of an individual's life.		2-3					
. an adventure story can be either real or imaginary, and it describes adventurous experiences in the life or lives of the main characters.		2-3					
. informational books provide true information about a wide variety of topics.		K-3					
The student is able to:							
. distinguish between fiction and nonfiction in literature.		2-3					
The student values:							
. many kinds of children's literature for the diversity, imaginativeness and enjoyment it gives the reader.		1-3					
. an increasing awareness of various cultural attitudes and customs gained through literature.		K-3					
. literature as a means of vicarious experience gained through the identification with the problems and emotions of others.		2-3					

SUBJECT: Language Arts

SPECIFIC AREA: Poetry

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. that some forms of poetry have rhymed patterns and some forms of poetry have non-rhymed patterns.		K-3					
. the figurative language used in poetry is not to be interpreted literally.		2-3					
The student is able to:							
· write simple rhymed and non-rhymed poetry.		K-3					
· use figurative language in his/her writing.		2-3					
The student values:							
. poetry as a form of creative expression.		K-3					
. poetry for the variety of unique ways in which language is used, i.e., sounds and patterns.		K-3					

SUBJECT: Language Arts

SPECIFIC AREA: Creative Dramatics

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. that drama is a form of creative expression and movement that is often used to entertain.		K-3					
. there are various techniques of dramatic presentation such as puppet shows, shadow plays, finger plays, movies or dramatic plays.		K-3					
The student is able to:							
. engage in a creative dramatic play based on spontaneous experiences or stories read or heard.		K-3					
. express feelings and thoughts freely in dramatizing with puppets, shadow plays, finger plays, movies or dramatic plays,		K-3					
. interpret characters, through pantomime, charades and role playing.		K-3				●	
The student values:							
. creative dramatics as a form of self-expression.		K-3					

SUBJECT: Language Arts

SPECIFIC AREA: Listening

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. good listening habits, i.e., focusing attention on speaker, not talking to others, refraining from interrupting the speaker.		K-3					
. paraphrasing is using words to restate what has been said by another.		2-3					
The student is able to:							
. follow oral direction(s).		K-3					
. experience enjoyment through listening.		K-3					
. listen for details and specific information.		K-3					
. paraphrase what has been said by another.		K-3					
The student values:							
. listening for enjoyment.		K-3					
. listening to gain information.		K-3					

SUBJECT: Language Arts

SPECIFIC AREA: Speaking

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. effective speech depends on clarity, rate and adequate volume.		1-3					
. conversation depends upon courtesy and respecting others' ideas.		2-3					
The student is able to:							
. speak in phrases and complete sentences.		K-3					
. relate personal experiences through speech.		K-3					
. is able to use related ideas in describing objects or people.		K-3					
. ask questions to clarify meaning or obtain information.		K-3					
. speak clearly at a rate and volume understood by others.		1-3					
. follow rules of courtesy in group discussions.		2-3					
. express ideas in conversation with another individual or small group.		2-3					
The student values:							
. speaking effectively before a group.		K-3					

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SUBJECT: Mathematics

SPECIFIC AREA: Whole Numbers: Counting (Serial, Objects), Order

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
The student is able to:							
. count to 10.		K					
. count to 100.		1-3					
. count objects to 10.		K					
. count objects to 50.		1-2					
. count objects by 2's to 50.		1-2					
. count objects by 2's to 100.		1-2					
. count objects by 5's to 100.		1-2					
. count objects by 10's to 100.		1-2					
. identify the position of objects first through fifth.		K					
. identify the position of objects first through tenth.		1					
. name the number before, after or between any number to 10.		K-1					
. name the number before, after or between any number to 100.		2					
. name the number before, after or between any number to 1,000.		3					
The student values:							

SUBJECT: Mathematics

SPECIFIC AREA: Whole Numbers: Equality and Inequality

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
The student is able to:							
. use one-to-one matching with sets of objects less than 10.		K-1					
. compare sets of objects for equality and inequality: "more than," "less than," and "equal to."		K-1					
. compare the sets to 9 by the use of symbols " $>$," " $<$," "=."		1-2					
. compare numbers to 100 by the use of symbols " $>$," " $<$," "=."		2-3					
. compare the numbers to 999 by the use of symbols " $>$," " $<$," "=."		2-3					
The student values:							

SUBJECT: Mathematics

SPECIFIC AREA: Whole Numbers: Reading and Writing Numerals

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
The student is able to:							
. write the numerals to 10.		K					
. write the numerals to 100.		1-2					
. write any of the numerals to 999.		2-3					
. read the numerals to 10.		K					
. read the numerals to 100.		1-2					
. read any of the numerals to 999.		2-3					
. read any of the numerals to 9,999.		3-4					
. read and write the number words to 10.		1-2					
. read the critical number words, i.e., ones, tens, hundreds, ten, twenty, thirty, etc.		2-3					
. read and write Roman notation I - X.		3					
. write the numerals by two's to 100.		1-2					
. write the numerals by five's to 100.		1-2					
. write the numerals by ten's to 100.		1-2					
The student values:							
. the ability to read and write numerals as a useful skill in daily living.		K-3					

SUBJECT: Mathematics

SPECIFIC AREA: Whole Numbers: Place Value

	Page	Suggested Grade Placement / District Placement					
			K	1	2	3	4
The student knows:							
. the place value of ones and tens in base numeration.		1-2					
. the place value of hundreds in base ten numberation.		2-3					
. the place value of thousands in base ten numeration.		3-4					
The student is able to:							
. write the expanded form of any two-digit number, i.e., 34 = three tens + four ones.		1-2					
. write the corresponding numeral from any two-digit number written in expanded form, i.e., three tens + four ones = 34.		1-2					
. write the expanded form of any three-digit number, i.e., 342 = three hundreds + forty tens + two ones.		2-3					
. write the corresponding numeral from any three-digit number written in expanded form, i.e., three hundreds + four tens + two ones = 342.		2-3					
. write the expanded form of any four-digit number, i.e., 4,322 = four thousands + three hundreds + two tens + two ones.		3-4					
. write the corresponding numeral from any four-digit number written in expanded form, i.e., four thousands + three hundreds + two tens + two ones = 4,322.		3-4					
The student values:							

SUBJECT: Mathematics

SPECIFIC AREA: Whole Numbers: Addition

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. addition is the combining of numbers.		K-1					
. that adding zero to a number does not affect the sum.		1-2					
. the addition facts with sums to nine. (mastery)		1-2					
. the addition facts with sums to 18. (mastery)		2-3					
. that the order in which two numbers are added does not change their sum (commutative property), i.e., 3 + 5 = 8 or 5 + 3 = 8.		1-2					
. when adding three or more numbers the way addends are grouped does not affect the sum (associative property), i.e., (1 + 2) + 4 = 1 + (2 + 4).		1-3					
The student is able to:							
. add two two-digit numbers without renaming (carrying), i.e., 21 + 32 = 53.		1					
. add three or more one-digit numbers.		1-2					
. add two three-digit numbers without renaming (carrying), i.e., 123 + 234 = 357.		2					
. add three or more two-digit numbers with a sum of less than 100 without renaming (carrying), i.e., 21 + 23 + 14 = 58.		2-3					
. add any numbers with two or more digits that require renaming (carrying), i.e., 26 + 48 = 74.		3					
. add any three or more two-digit numbers, i.e., 39 + 65 + 87 + 88 = 279.		3-4					
The student values:							

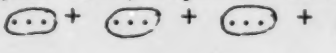
SUBJECT: Mathematics

SPECIFIC AREA: Whole Numbers: Subtraction

	Page	Suggested Grade Placement						District Placement					
		K	1	2	3	4		K	1	2	3	4	
The student knows:													
. that subtraction is the inverse of addition.	1-3												
. that subtracting zero from a number does not affect the sum.	1												
. the subtraction facts with sums less than five. (mastery)	1												
. the subtraction facts with sums less than nine. (mastery)	2-3												
. the subtraction facts with sums of 18 or less. (mastery)	2-3												
The student is able to:													
. separate a set of nine or less numbers into two subsets.	1-2												
. separate a set of 18 or less numbers into two subsets.	2-3												
. subtract a one-digit number from a two-digit number without renaming (borrowing), i.e., 25 - 2 = 23.	1-2												
. subtract a two-digit number from a two-digit number without renaming (borrowing), i.e., 48 - 26 = 22.	1-2												
. subtract a one-digit number from a two-digit number requiring renaming (borrowing), i.e., 17 - 8 = 9.	2-3												
. subtract a two-digit number from a two-digit number requiring renaming (borrowing), i.e., 37 - 28 = 9.	2-3												
. subtract a one-, two- or three-digit number from a three-digit number requiring renaming (borrowing), i.e., 463 - 7 = 456, 463 - 27 = 436, and 463 - 187 = 276.	3-4												
The student values:													

SUBJECT: Mathematics

SPECIFIC AREA: Whole Numbers: Multiplication and Division

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
Multiplication							
. that multiplication can be pictured as the combination of equal sets.		3					
. that the product of any number multiplied by the factor of zero is zero, i.e., 6 x 0 = 0.		3					
. that the product of any number multiplied by the factor of one is the number, i.e., 3 x 1 = 3.		3					
. the multiplication facts through 4 x 9. (mastery)		3					
Division							
. that division is the inverse of multiplication.		3-4					
. that a factor in division can be found by separating a set into equal subsets.		3-4					
The student is able to:							
. find a product by combining equal sets, repeated addition or skip counting, i.e., 4 x 3 =  3 + 3 + 3 + 3 = 12.		3					
The student values:							

SUBJECT: Mathematics

SPECIFIC AREA: Problem Solving

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
The student is able to:							
. solve (verbal) problems by counting.		K					
. solve one-step word problems.		1-2					
. solve word problems that contain several items of information and which require several answers.		3					●
The student values:							●

SUBJECT: Mathematics

SPECIFIC AREA: Fractions

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. fractional regions of a model: halves, thirds, fourths.		K-1					
. the fractional parts 1/2, 1/3, 1/4 when given a set or grouping.		1					
. the fractional parts 1/2, 1/4, 1/3, 2/3, 2/4, 3/4 when given a set or grouping.		2					
. a fraction having like denominator and numerator represents one. Example: 2/2 = 1		3					
The student is able to:							
. construct and label models for halves, thirds, fourths.		2					
. use > or < and = to compare fractional numbers with like denominators.		3					
. add fractions with like denominators.		3					
. subtract fractions with like denominators using shaded regions and number lines.		3					
The student values:							

SUBJECT: Mathematics

SPECIFIC AREA: Geometry

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. the positional terms, i.e., left, right, top, bottom, in front of, behind, below, next to, on, above, middle, between, inside and outside.		K-1					
. the term "line segment" refers to part of a line and has two endpoints.		2-3					
. a line segment is named by its endpoints.		2-3					
. a pentagon is a closed shape with five sides.		3					
. a hexagon is a closed shape with six sides.		3					
. an octagon is a closed shape with eight sides.		3					
. the radius is a line segment from the center of a circle to a point on the circle.		3-4					
. the diameter is a line segment that goes from one side of a circle to another and passes through the center.		3-4					
The student is able to:							
. identify geometric shapes: square, circle, triangle and rectangle.		K					
. locate positions, i.e., left, right, top, bottom, in front of, behind, below, next to, on above, middle, inside and outside.		K-1					
. identify congruent shapes, i.e., circles, squares, rectangles, triangles as being congruent.		1					
. identify the left side and right side of objects.		K-1					
. use a straightedge to draw line segments to form recognizable shapes: square, rectangle and triangle.		2-3					
. name a line segment by its endpoints.		2-3					
. identify an angle and a right angle.		3					
. put a radius or diameter on a circle.		3-4					
The student values:							

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SUBJECT: Mathematics

SPECIFIC AREA: Graphs

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
The student is able to:							
. interpret simple data on a bar graph.		2-3					
. construct a simple bar graph from given data.		2-3					
. collect data in order to make a simple bar graph.		2-3					
The student values:							
. graphs as a method of recording information		2-3					

SUBJECT: Mathematics

SPECIFIC AREA: Measurement: Money

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. the term "penny," "nickel," and "dime" are monetary units.		K-1					
. that five pennies have the same value as one nickel.		K-1					
. that 10 pennies have the same value as one dime or two nickels.		K-1					
. the equivalent change of coins equal to or less than 10 cents.		1					
. 25 pennies have the same value as a quarter.		2-3					
. a quarter is one-fourth of a dollar.		2-3					
. the combination of coins which have the same value as a quarter.		2-3					
. the combination of coins which have the same value as one dollar.		2-3					
The student is able to:							
. combine coins that have the same value as a quarter.		2-3					
. combine coins that have the same value as a dollar.		2-3					
The student values:							
. estimation as a useful skill in money measurement.		2-3					

SUBJECT: Mathematics

SPECIFIC AREA: Measurement: Time

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. the names of the days of the week.		K-1					
. the names of the months.		K-1					
. the names of the months in sequence.		2					
. the short hand of the clock is the hour hand.		1-2					
. the long hand of the clock is the minute hand.		1-2					
. the term "minute" refers to a unit of time measurement.		1-2					
. the term "hour" refers to a unit of time equal to 60 minutes.		1-2					
The student is able to:							
. tell time to the hour.		1-2					
. tell time to the half hour.		1-2					
. write time in notation, i.e., 12:55.		3					
. tell time by 5-minute intervals.		3-4					
The student values:							
. estimation as a useful skill in time measurement.		K-3					

SUBJECT: Mathematics

SPECIFIC AREA: Measurement: Linear

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. that the term "centimeter" refers to a metric unit of linear measurement.		1					
. that the term "inch" refers to an English unit of linear measurement.		1					
. the term "decimeter" refers to a metric unit which is equal to 10 centimeters.		2					
. the term "meter" refers to a metric unit of linear measurement equal to 100 centimeters or 10 decimeters.		2					
. the term "foot" refers to a unity of linear measurement equal to 12 inches.		2					
. the term "yard" refers to a unit of linear measurement equal to 3 feet or 36 inches.		2					
. the term "half-inch" is a unit of linear measurement.		3					
. the term "quarter-inch" is a unit of linear measurement.		3					
. two quarter inches equal one half-inch.		3					
. four quarter inches equal one inch.		3					
. four quarter inches equal two half-inches.		3					
. the term "kilometer" is a metric unit of linear measurement.		3					
. the term "perimeter" refers to the linear measurement around a given space. (geometry)		3					
The student is able to:							
. compare size using the following terms: longer, smaller, largest, smallest, taller, tallest, longest, shortest, same.		K-1					
. measure an object(s) using centimeters.		1					
. measure the length of an object(s) using inches.		1					
. measure length using a meter stick.		2					
. measure length using a foot ruler.		2					
. measure length using a yardstick.		2					
. estimate lengths.		2-3					
. measure a specific length to the nearest half-inch.		3					
. measure a specific length to the nearest quarter-inch.		3					
. measure the perimeter of a given figure.		3					
The student values:							

SUBJECT: Mathematics

SPECIFIC AREA: Measurement: Capacity (Volume)

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. the term "liter" refers to a metric unit of volume measurement.		1-3					
. the terms "cup," "pint," "quart" and "gallon" refer to units of capacity measurement.		1-3					
. two cups equal one pint.		1-3					
. four cups or two pints equal one quart.		1-3					
The student is able to:							
. measure capacity using the liter as the unit of measurement.		1-3					
. measure capacity using a "cup," "pint," "quart" or "gallon" as the unit of measure.		1-3					
The student values:							

SUBJECT: Mathematics

SPECIFIC AREA: Measurement: Weight

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. the term "kilogram" refers to a metric unit of weight.		2-3					
. the term "gram" refers to a metric unit of weight.		2-3					
. the term "pound" refers to a unit of weight.		2-3					
The student is able to:							
. weigh objects to the nearest kilogram.		2-3					
. weigh objects to the nearest gram.		2-3					
. weigh objects to the nearest pound.		2-3					
The student values:							

SUBJECT: Social Studies

SPECIFIC AREA: Myself

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. personal identifying information about self.		K					
. he/she is like other human beings and also unique		K					
. that as a unique individual, he/she has certain likes and dislikes.		K					
. he/she will grow and physically change during Kindergarten.		K					
. that behavior and feelings often have a cause and effect relationship.		K					
. he/she is responsible for his/her behavior.		K					
The student is able to:							
. identify characteristics about self that are unique.		K					
. cope with various changes that occur in routine.		K					
. identify the feelings of love, loneliness, happiness, sadness, anger, frustration.		K					
. express emotional feelings of love, loneliness, happiness, sadness, anger, frustration.		K					
. accept mistakes he/she makes.		K					
The student values:							
. choices and own likes and dislikes as a reflection of individuality, uniqueness and contribution to self.		K					

SUBJECT: Social Studies

SPECIFIC AREA: Me and My Family

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. that each member of the family has responsibilities in his/her home.		K					
. the ways in which family members help him/her.		K					
. the ways in which he/she helps his/her family.		K					
The student is able to:							
. identify activities that members of his/her family share.		K					
. compare his/her home with homes of other members in the class.		K					
The student values:							
. his/her contribution to other family members.		K					
. the various holidays and activities his/her family shares.		K					

SUBJECT: Social Studies

SPECIFIC AREA: Me and My Friends

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. and recognizes the individuality of others.		K					
The student is able to:							
. describe distinguishing characteristics of his/her friends.		K					
The student values:							
. the likenesses and differences of friends through their relationships.		K					
. the friendships of others.		K					

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SUBJECT: Social Studies

SPECIFIC AREA: Me and My School

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. the physical layout of the schools and classroom.		K					
. how the school and home are alike and different.		K					
. the various school rules.		K					
. it takes many people doing various jobs to maintain the school.		K					
. that there are various jobs that are necessary to maintain the classroom.		K					
. that school is a place for learning and acquiring new skills and abilities.		K					
The student is able to:							
. demonstrate acceptance of school rules.		K					
. identify the jobs and tools of school personnel.		K					
. assume responsibility for classroom jobs.		K					
. take individual responsibility for accomplishing new tasks.		K					
. work independently.		K					
. share and cooperate with members in the classroom.		K					
The student values:							
. the importance of school rules.		K					
. the roles of school personnel.		K					
. his/her role as a learner in the school.		K					
. the importance of sharing and cooperating in the classroom.		K					
. the free time that provides opportunities to work together and share.		K					

SUBJECT: Social Studies

SPECIFIC AREA: Me and My Environment

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. that his/her community is unique and different from other communities.		K					
. the physical layout of his/her community.		K					
. where to go in his/her community for leisure time activities.		K					
. there are ways he/she can beautify his/her community and keep it clean.		K					
. some of the safety rules in the community.		K					
The student is able to:							
. name his/her community.		K					
. identify the workers in his/her community who help him/her.		K					
The student values:							
. the uniqueness of his/her community.		K					
. the safety rules of the community.		K					

SUBJECT: Social Studies

SPECIFIC AREA: Map Skills

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. the directions of left and right; up and down.		K					
. the Earth is the place in which we live.		K					
. the globe is a representation of the Earth.		K					
The student is able to:							
. identify a map as being a special flat drawing of a location.		K					
. identify a globe as a small model of the Earth.		K					●
. identify land and water (by color) on the map or globe.		K					
The student values:							

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SUBJECT: Social Studies

SPECIFIC AREA: Families: Composition

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. the family is the basic group in all societies.		1					
. family patterns vary between and within societies.		1					
. families undergo changes (loss or addition of members, divorce, marriage).		1					
. relatives are part of a family.		1					
The student is able to:							
. give reasons for change in family composition.		1					
. identify changes within his/her or other families.		1					
. predict changes that would occur in a given situation.		1					
The student values:							
. the family as an institution.		1					
. and respects older members of his/her family as a source of knowledge (aunts, uncles, grandparents).		1					

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SUBJECT: Social Studies

SPECIFIC AREA: Families: Rules and Responsibilities

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. each family member has responsibility to the family's well-being.		1					
. responsibility may be determined by strengths, skill, ability and desires.		1					
. that the family, like any other group, must have rules.		1					
. rules differ from family to family according to each family's needs and values.							
. that family rules may be changed.		1					
The student is able to:							
. give reasons why families have rules.		1					
. name some family rules; who made them; why.		1					●
. name tasks associated with each family member.		1					
. discuss value differences that arise in daily life.		1					
The student values:							
. each member's contribution to the family's well-being.		1					
. his/her own contribution to the family's well-being.		1					
. the need for rules wherever people live or work together.		1					●

SUBJECT: Social Studies

SPECIFIC AREA: Families: Basic Needs--Food

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. food is a universal need.		1					
. most food is grown or raised on farms and can be obtained in a variety of ways (buying, growing, etc.)		1					
. a family's buying power influences the type and amount of food purchased.		1					
. environment affects type of food produced in an area.		1					
. some families do not have enough food.		1					
. many people are involved in food production.		1					
The student is able to:							
. tell why food is a basic need.		1					
. name some foods produced in his/her area.		1					
. identify foods that come from other areas.		1					
. name some of the workers involved in supplying food needs.		1					
. give reasons why food should not be wasted.		1					
The student values:							
. the role of the farmer for providing food for the people.		1					
. food and is not wasteful.		1					

SUBJECT: Social Studies

SPECIFIC AREA: Families: Basic Needs--Shelter

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. shelter is a universal need.		1					
. environment is a determining factor in choice of shelters and material used for shelters.		1					
. life style, values, economic conditions determine a family's shelter.		1					
. shelter is a place which provides protection and privacy.		1					
The student is able to:							
. name different materials that can be used for building shelters.		1					
. state reasons for needing shelter.		1					●
. give examples of different types of shelters (apartment, mobile, A-frame, igloo, etc.).		1					
The student values:							
. shelter for protection and privacy.		1					
. and respects other people's shelter and privacy.		1					
							●

SUBJECT: Social Studies

SPECIFIC AREA: Families: Basic Needs--Clothing

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. clothing is a universal need.		1					
. different types of clothing have different purposes.		1					
. environment affects type of clothing worn.		1					
. clothing is made from a variety of materials (animals, plants, man-made).		1					
. clothing style is determined by individual and group values.		1					
. clothing can be hand or factory made.		1					
. families may spend a large portion of their income for clothes.		1					
The student is able to:							
. list clothes suitable for a certain environment or occasion (hot weather, cold, recreational vs. formal).		1					
. name sources of types of clothing (animal, plant, man-made).		1					
The student values:							
. taking care of his/her clothes.		1					

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SUBJECT: Social Studies

SPECIFIC AREA: Families: Basic Needs--Love

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. humans need to give and receive love.		1					
. there are many ways to show love.		1					
. the family helps meet a person's need for love.		1					
The student is able to:							
. identify people or other living things he/she loves.		1					
. name ways in which he/she shows love.		1					
. name ways in which his/her family members provide love for each other.		1					
The student values:							
. giving and receiving love by sharing in family activities and responsibilities.		1					

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SUBJECT: Social Studies

SPECIFIC AREA: Families: Basic Needs--Recreation

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. that people everywhere need some form of recreation.		1					
. that recreational activities are available in immeciate surroundings.		1					
. that recreation can take a variety of forms (group--individual; sport--hobby).		1					
The student is able to:							
. name a variety of sports and hobbies which he/she can appreciate and enjoy throughout life.		1					
. identify recreational activities which cost money and activities which are free.		1					
The student values:							
. enjoyment derived from participation in some form of recreation.		1					
. using leisure time in self-satisfying ways.		1					

SUBJECT: Social Studies

SPECIFIC AREA: Map and Globe Skills--Symbolism, Directions

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
Symbolism:							
. map symbols are special combinations of colors, shapes and lines on maps.		1					
. map symbols stand for real objects or information.		1					
. map symbols and maps are much smaller than the objects they represent.		1					
Directions:							
. the names of the four main geographic directions are North, South, East and West.		1					
. the letter symbols N., S., E., W., stand for the words North, South, East and West.		1					
. the opposites of each of the four cardinal directions.		1					
The student is able to:							
Symbolism:							
. identify water and land by color.		1					
. draw a simple room map using symbols.		1					●
Directions:							
. name the four main cardinal directions.		1					
. match the cardinal directions with symbols N., S., E., W.		1					
. give the opposite of each cardinal direction.		1					
The student values:							●

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SUBJECT: Social Studies

SPECIFIC AREA: Map and Globe Skills--Geographic Knowledge

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. map and globes provide information about names of places, what they are, and where they are located.		1					
. oceans are the largest bodies of water and continents are the largest land areas.		1					
. North America is the name of our continent and it is surrounded by three oceans.		1					
. North America is divided into countries and the United States of America is the name of our country.		1					
. the United States of America is divided into 50 areas called states, and Washington is the name of our state.		1					
. his/her city or local community is within the stat		1					
. day and night is caused by the sun and the spinning of the earth.		1					
The student is able to:							
. refer to maps and gloves for geographic information.		1					
. locate oceans and continents on a globe.		1					
. locate and identify North American and its surrounding oceans (Pacific, Atlantic, Arctic).		1					
. locate his/her country (USA) on a map or globe.		1					
. locate the State of Washington on a map or globe.		1					
The student values:							

SUBJECT: Social Studies

SPECIFIC AREA: People and Communities

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. that people form communities to help each other.		2					
. that country's communities are made up of many different groups of people.		2					
. that an ethnic group is a group of people who share a common culture; language, customs, heritage, religion.		2					
. that there are many different ethnic groups in this country.		2					
. that the heritage of a people affects their way of life (celebrations, food, clothing, language, religion, music and recreation).		2					
The student is able to:							
The student values:							
. the cultural contributions of the different ethnic groups to the development of our communities.		2					
. and respects the rights of individuals to their cultural differences.		2					

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SUBJECT: Social Studies

SPECIFIC AREA: People in the Community Work to Meet Their Needs

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. the relationship between, and interdependency of, jobs in the local community.		2					
. the size of a community determines the types of jobs available to the residents of that community.		2					
. geography and weather determine the types of jobs that are available in certain communities.		2					
The student is able to:							
. identify occupations in the local community.		2					
The student values:							
. the dignity and worth of work and workers.		2					
. the importance of jobs in the local community (as an aid to the economy and productivity of people).		2					
. his/her job at school as a student and his/her job at home.		2					

SUBJECT: Social Studies

SPECIFIC AREA: People in the Community Organize to Meet Their Needs

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
that community rules (laws) are necessary for group living and that rules protect the well-being of the community.		2					
. that people in the community choose leaders and give them authority to run the community.		2					
. that elected leaders in the community are chosen through the vote of the people.		2					
. that the taxes people pay provide for the public services needed by the citizens of our community (fire, police, schools, parks, libraries, streets, roads).		2					
. that people in communities organize to meet cultural needs.		2					
. that people in communities organize to meet religious needs.		2					
. that people in communities organize to meet educational needs.		2					
. that people in communities organize to control pollution and other problems.		2					
The student is able to:							
. identify elected leaders and their respective areas of responsibilities: Mayor, Governor and President.		2					
The student values:							
. the services available in the community: Recreation, fire safety, garbage collection, streets, roads.		2					

SUBJECT: Social Studies

SPECIFIC AREA: Types of Communities and How They Change

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. that a community changes as the needs of the people living in it change.		2					
. that some communities grow larger, while other communities grow smaller.		2					
. that urban communities have a high density population and serve as a center for services to their own and smaller communities.		2					
. that rural communities have a low density population and provide products for the urban communities.		2					
. that rate of change in a community varies, communities change rapidly or gradually.		2					
The student is able to:							
. identify causes of community change; congestion, technology, industry, transportation, recreation, people needs.		2					
. identify similarities and differences in rural, urban and suburban communities		2					
The student values:							

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SUBJECT: Social Studies

SPECIFIC AREA: Map Skills

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. the meaning of several commonly used map symbols; rivers, mountains, cities.		2					
. the meaning of both the terms "key" and "legend".		2					
. the importance of the key or legend as the first reference to use in order to discuss the meanings of map symbols.		2					
. the names of the four main directions and their opposites.		2					
. that directions are used to find the locations of places on maps and globes.		2					
. that the word "sphere" is used to describe the round shape of the earth.		2					
. that the globe is very small and the earth is very large (scale).		2					
. that a globe is the most accurate representation of the earth because it has the same shape.		2					
. that maps provide more detail than globes.		2					
. an atlas contains many different kinds of maps.		2					
The student is able to:							
. locate the key or legend on a map.		2					
. use the key on a map to explain the various symbols found on a map.		2					
. locate West, North and South when given the direction East (where the sun rises).		2					
. use directions to locate places on a map.		2					
. find and identify some oceans, continents, countries, states and cities on globes and maps.		2					
The student values:							

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SUBJECT: Social Studies

SPECIFIC AREA: Our Land--Developed by the People

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. that in the United States the westward expansion of the railroad affected the development of the land.		3					
. that in the United States colonization, western expansion and immigration affected the use of the land.		3					
. that technology and the industrial revolution affected the use of the land and increased production.		3					
. that in the United States the cultural background of many of the immigrants influenced the way they used the land.		3					
. that the life of early Americans was tied closely to the land and its resources.		3					
. that the Government played a role in systematically using the land in order to meet the needs of people.		3					
The student is able to:							
. identify ways the railroad affected the development of the land.		3					
The student values:							
. the contributions the immigrants and pioneers have made in the development of the land.		3					

SUBJECT: Social Studies

SPECIFIC AREA: Our Land--In Our World

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. that people use the land to meet their need for recreation.		3					
. that people use the land to meet their need for food.		3					
. that people use the land to meet their need for natural resources.		3					
. that the type of climate influences the way the land is used.		3					
. that in some areas the land resources influence the work people do.		3					
. that the level of technology influences the way the land is used.		3					
. that our nation is one of the largest nations in the world.		3					
. that our nation is one of the leading nations in the world.		3					
The student is able to:							
. identify several natural resources found within the land and describe how these natural resources benefit the lives of people.		3					●
. compare the different uses of land within the following regions: Wetlands, deserts, forests, mountains.		3					
. compare the technology of an underdeveloped country (e.g., India) to a developed country (e.g., U.S.) as it affects land usage in each country (hand plow v. tractor).		3					
. identify the largest nations in the world (Russia, Canada, China, U.S., India).		3					
. identify some of the leading nations of the world.		3					
The student values:							
. the need to care for land as a source of recreation.		3					●

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SUBJECT: Social Studies

SPECIFIC AREA: Our Land--A Challenge to Man

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. that groups (private, citizens, businesses, state, local and national government) are working to protect the environment.		3					
. that a people's survival is dependent upon clean resources such as water and air.		3					
. that environmental problems (water, air, noise, pollution) in the cities are acute and citizen groups and government groups are working systematically toward their solution.		3					
. that concentrated populations in the cities result in such problems as: Housing, transportation, education, employment (work).		3					
. that governments have a concern regarding concentrated populations in the cities.		3					
. that urban renewal is a never-ending process that requires government leadership and civic cooperation.		3					
. that as urban areas continue to grow, their problems become more complex.		3					
. that there are non-renewable resources such as oil (petroleum), natural gas and minerals.		3					
. that there are renewable resources such as lumber, food, people, water, soil, nitrogen, carbon.		3					
The student is able to:							
. evaluate present uses or abuses of the land on the basis of how they might affect the future.		3					
. list several methods used in attempting to protect our environment (litter control, pollution control, noise control).		3					
. identify problems caused by the increase of population in the cities.		3					
. identify problems caused by overcrowding in the cities.		3					
The student values:							
. the beauty of his/her immediate environment.		3					
. the Earth and accepts responsibility for its preservation.		3					
. the need for continual improvement of one's community.		3					
. the wise use of natural resources to preserve them for future use.		3					

SUBJECT: Social Studies

SPECIFIC AREA: Map Skills--Geographic Knowledge

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. the names and locations of the seven continents and four oceans.		3					
. the difference between the terms continents, oceans, countries, states and cities.		3					
. that the equator is an imaginary line that divides the earth in half, midway between the north and south poles.		3					
. that the word "hemisphere" describes half of a sphere and that the earth can be divided into any number of hemispheres.		3					
. that all of the earth north of the equator is the northern hemisphere and that all of the earth south of the equator is the southern hemisphere.		3					
. that winter, spring, summer and autumn are the names of the our seasons and that the tilt of the earth and its movement around the sun is the cause of seasonal changes.		3					
. the term "distortion" and that a globe is a more accurate representation of the earth than a flat world map.		3					
. that world maps can be more detailed and convenient to use than globes and that they are valuable references as long as the observer is aware of the distortion.		3					
The student is able to:							
. locate the equator on maps and globes.		3					
. locate the northern and southern hemispheres on a globe.		3					
. indicate how the climatic conditions of an area would change with the changes of the angle of the sun's rays upon the earth.		3					
. use the term "distort (ed, ion)" to explain why the globe is a more accurate representation of the earth than a flat world map.		3					
. give reasons why world maps are sometimes more useful than globes.		3					
. label the seven continents and four oceans on either a nameless slate, globe or a world map.		3					
. give examples of a continent, ocean, country, state and city on a globe.		3					
The student values:							

SUBJECT: Social Studies

SPECIFIC AREA: Map Skills--Symbolism

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. that the key and/or legend is used to interpret symbols on a map.		3					
. that maps show both man-made and natural features on earth, (bridges, dams, roads, cities, mountains, lakes, rivers, islands).		3					
. the difference between map symbols for an international boundary and a national boundary, cities of different sizes and capital cities on a United States map.		3					
The student is able to:							
. use a key and/or legend to interpret map symbols shown on a map.		3					
. identify the natural and man-made features shown on a map.		3					
. show examples of an international boundary, a national boundary, a city of over one million and a capital city on a United States map.		3					
The student values:							

SUBJECT: Social Studies

SPECIFIC AREA: Map Skills--Directions

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. that the sun appears to rise in the east and set in the west.		3					
. the names of the four main directions and their opposites.		3					
. that the cardinal directions are determined by the south and north poles.		3					
. that north is toward the north pole, south is toward the south pole and that north, south, east and west can be determined on a globe by following along the printed grid lines.		3					
The student is able to:							
. determine east or west from the position of the sun.		3					
. determine any of the other three directions when given either north, south, east or west as a reference.		3					
. locate and identify the north and south poles on a globe.		3					
. locate any place north, south, east or west of a given reference on a globe by using the grid lines as a guide (complete understanding of the grid system is not expected).		3					
The student values:							

SUBJECT: Science

SPECIFIC AREA: Change

	Page	Suggested Grade Placement:	District Placement				
			K	1	2	3	4
The student knows:							
. change occurs only as a result of interaction between two or more things.		1-3					
. all things change with time.		1-3					
. changes vary in their nature, e.g., physical, chemical, state and position.		2-3					
. certain factors produce change, e.g., an application of a force, addition or subtraction of a substance from a compound or mixture, heat and light.		1-3					
The student is able to:							
. identify changes in objects, e.g., shape, position, direction of movement, as the result of an application of force.		K-3					
. identify changes in a substance, e.g., ice to water and water to vapor, as the result of an application of heat.		K-2					
. identify changes in substances as the result of exposure to light, e.g, darkening of photographic paper, browning of newsprint, darkening of ozalid paper, fading of construction paper.		1-3					
. identify changes in substances as the result of exposure to air, e.g., rusting of iron, drying of bread, apple turning brown.		K-3					
. identify changes in plants due to maturation.		K-3					
. identify changes in animals due to maturation and/or need for protection.		K-3					
. identify daily changes in the weather, e.g., temperature, relative humidity, cloudiness.		K-3					
The student values:							
. weather changes for recreation and variation.		K-3					
. his/her own physical, mental and social growth.		K-3					

SUBJECT: Science

SPECIFIC AREA: Cycles

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. the term "cycle" means a series of events or operations that recur regularly and usually head back to the starting point.		K-3					
. there are several common cycles which influence his/her life, e.g., life cycles, earth-sun cycle, earth-moon cycle, water cycle weather cycles.		K-3					
. some cycles may influence the nature of other cycles.		K-3					
. the progression of the daily earth-sun cycle.		K					
. the progression of the yearly earth-sun cycle.		1-2					
. the progression of the phases of the moon.		2-3					
. the progression of the water cycle.		2-3					
. there are many job opportunities in science.		K-3					
The student is able to:							
. identify the major events in the life cycle of a plant (formation of seeds, seed leaves and roots, stem and leaves, flowers).		K-3					
. identify the major stages (egg, larvae, pupae, adult) in the life cycle of an animal such as the Darkling Beetle (meal worm).		K-3					
. identify position changes in a shadow (shadow stick) as the hourly and daily position of the sun changes.		K-3					
. identify local noon.		2-3					
. identify seasonal changes (winter, spring, summer, autumn) as the sun changes its relative position on the horizon.		K-1					
. identify hourly and daily position changes of the moon.		2-3					
. identify the major events in the progression of the water cycle (evaporation, transportation, condensation).		2-3					
. identify the progression of weather changes as the seasons change.		K-1					
The student values:							
. weather changes for recreation and variation.		2-3					

SUBJECT: Science

SPECIFIC AREA: Energy

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. that energy is the ability of an animal or system to bring about changes in its surroundings or in itself.		K-1					
. that energy may take many forms, e.g., heat, light, electrical, motion, mechanical, sound.		1-3					
. that we depend on numerous sources of energy, e.g., animals, wood, coal, natural gas, oil, electricity, wind, sun.		2-3					
. that one form of energy may be converted to another form of energy, e.g., heat to electrical, wind to mechanical, electrical to mechanical.		1-3					
. that energy may be transferred from one object or organism to another object or organism.		3					
. that there are many job opportunities in science.		3					
The student is able to:							
. identify different forms of energy used in his/her daily experience, e.g., heat, light, electrical, oil, sun, sound.		1-3					
. identify energy chains in his/her daily environment, e.g., food chain: sun--sun--grass--cattle--human.		3					
. identify evidence of energy transfer, e.g., electricity to operate a motor to move an object, vibrating wire to produce sound.		3					
. identify variables that affect the amount of energy transferred, e.g., mass and velocity of moving objects.		3					
The student values:							
. the developed ways of utilizing and conserving limited energy sources.		K-3					
. developing new ways of conserving limited energy sources.		K-3					
. developing new ways of using unlimited energy sources.		K-3					

SUBJECT: Science

SPECIFIC AREA: Environment

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. there is order to everything in our environment.		2-3					
. interdependence means two or more things supporting each other in some way.		2-3					
. interaction means at least two things acting on one another.		2-3					
. the place an organism lives is called its "habitat".		2-3					
. change in the organism to meet changing environmental conditions is called "adaptation".		2-3					
. "population" means organisms of the same type living in a definable area.		2-3					
. clean air and water are essential to maintaining a healthful environment.		K-3					
. non-living things obtained from the earth are composed of minerals.		2-3					
. rocks are composed of minerals.		2-3					
. soil is mostly composed of weathered rocks.		2-3					
. there are many job opportunities in science.		K-3					
The student is able to:							
. identify order in nature.		K-3					
. identify examples of interdependence in nature.		2-3					
. describe the function of an organism's habitat, e.g., provides shelter, food, conditions for reproduction.		2-3					
. identify examples of adaptation in our environment, e.g., different colors, different beak forms, different forms of locomotion, different diets, different leaf forms, different root patterns.		2-3					
. identify the effects of air and water pollution on plants and animals in restricted environments.		K-3					
. identify several common minerals, e.g., quartz, feldspar, mica.		2-3					
. identify several common rocks, e.g., granite, basalt, limestone, shale.		2-3					
. identify several common soil forms, e.g., clay, loam, sand.		2-3					
. demonstrate how they can conserve and enjoy their environment.		K					
The student values:							
. that order enables us to organize and function within our environment.		2-3					
. interdependence and interaction as necessary to the survival of an environment.		2-3					
. change and adaptation as necessary to the survival within an environment.		2-3					

SUBJECT: Science

SPECIFIC AREA: Organisms

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. all things are classified as living or non-living.		K-1					
. all living things are classified as either plant or animal.		K-3					
. the gross characteristics of plants, e.g., growth, production of its own food, reproduction.		K-3					
. the gross characteristics of animals, e.g., growth, uses of other organisms as food, locomotion, rapid response to stimuli, reproduction.		K-3					
. organisms must reproduce in order to continue the species.		2-3					
. individual organisms may die, but the species will continue if reproduction is adequate.		2-3					
. organisms respond to change in their environment, e.g., wet-dry, warm-cold, light-dark.		2-3					
. fossils represent examples of former plants or animals.		2-3					
. there are many job opportunities in science.		K-3					
The student is able to:							
. classify things as living or non-living.		K-1					
. classify living things as plant or animal.		K-3					
. identify the main parts of certain plants as root, stem, leaf and flower.		K-3					
. describe the function of the root, stem, leaf and flower.		K-3					
. identify the conditions of good plant growth, e.g., light, water, air, soil.		K-3					
. describe the germination of seeds, e.g., beans - (cycles).		K-3					
. describe ways in which seeds are transported.		K-3					
. identify the main parts of certain animals as head, body, apparatus for locomotion, apparatus for obtaining food, eye.		K-3					
. describe the function of major parts of an animal, e.g., of the insect--head, thorax, abdomen, legs, eye.		K-1					
. identify the conditions for good animal growth, e.g., air, water, food, adequate temperature in the environment, shelter or protective mechanism.		K-3					
. describe the stages of animal development, e.g., youth, maturity, old age.		2-3					
. identify ways in which animals obtain food.		K-3					
. identify ways in which animals protect themselves, e.g., coloration, flight, fang, claw.		2-3					
. identify responses of plants and animals to changes in their environment, e.g., reduced body temperature (animal), loss of moisture (plant and animal), inability to manufacture food (plant), loss of skin pigmentation (animal), avoidance of adverse stimuli (animal).		2-3					
The student values:							
. the role of plants in his/her daily life.		K-3					
. the role of animals in his/her daily life.		K-3					
. his/her behavior as an organism		K-3					

SUBJECT: Science

SPECIFIC AREA: Property of Matter

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. the names of primary colors.		K					
. the names of primary shapes, e.g., square, circle, triangle, rectangle, diamond.		K-1					
. that texture is a property of objects and substances, e.g., rough, smooth.		K-1					
. that taste is a property of many substances.		K-1					
. that odor is a property of many substances.		K-1					
. that color is a property of many objects and substances.		K-1					
. that weight is a property of objects.		K-1					
. that size is a property of objects.		K-1					
. that shape is a property of many objects.		1-2					
. that solids occupy space, have a definite shape, and have mass.		2-3					
. that liquids take the shape of their containers, occupy space and have mass.		2-3					
. that gases take the shape of their containers, occupy all the space in their containers, and have mass.		2-3					
The student is able to:							
. group objects according to color.		K-1					
. group objects according to shape.		K-1					
. reproduce a shape when given its name.		K-1					
. group objects by weight.		K-1					
. group objects according to size.		K-1					
. group objects by texture.		K-1					
. group objects by one property.		K-1					
. group objects by more than one property.		K-2					
. compare properties of objects.		1-3					
. identify some of the materials from which objects are made.		K-1					
. identify the properties of the same material in different forms, e.g., liquid, wood, metal.		K-1					
. demonstrate than an object's form can change while its material composition remains the same.		2-3					
. demonstrate that some objects float in water and that some sink.		K-2					
The student values:							
. properties as a means of identification.		2-3					
. the use of properties in describing objects and organisms.		2-3					

SUBJECT: Science

SPECIFIC AREA: Symmetry

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. symmetry means correspondence in size, shape and relative position of parts on opposite sides of a dividing line, in a repeated sequence, or about a center or axis.		2-3					
. the primary aspect of symmetry is balance.		K-1					
. bilateral symmetry means matching on both sides of a center line.		1-3					
. rotational symmetry means matching of the original pattern as an object is turned around its center.		1-3					
. translational symmetry means repetition of pattern in a sequence.		1-3					
The student is able to:							
. identify symmetrical and nonsymmetrical patterns.		K-2					
. classify objects and/or organisms as examples of bilateral, rotational or translational symmetry.		2-3					
. identify corresponding elements in symmetrical patterns.		1-3					
. construct elements or parts to complete symmetrical patterns.		K-3					
The student values:							
. symmetry in nature.		K-3					
. symmetry of man-made objects.		K-3					
. symmetry as an aspect of beauty.		K-3					